



NEW JERSEY DEPARTMENT OF EDUCATION

Five-Year Long Range Facilities Plan

Data Collection Forms and Instructions

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Building and Site Inventory

SECTION 2:

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- 2.b School Models
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SECTION 3:

Existing Facilities Assessment

- 3.a Rooms Inventory
- 3.b Facilities Condition Assessment



DATA COLLECTION FORMS AND INSTRUCTIONS

The attached pages provide you with detailed instructions and data collection forms for your district to use in getting started on your Five-Year Long Range Facilities Plan. The data collection forms mirror the information that your district will be required to enter into the LRFP website. We have provided instructions and forms for Sections 1.a through 3.b of the Plan. The entire LRFP consists of five sections, as shown in the diagram below.

For the first three sections of the Plan, you will use the attached pages to collect basic data about your district—its enrollments, existing buildings, program accommodations, and any projects that are already underway. (Much of this data you may already have at hand.) You will also develop district “School Models” describing the characteristics of each type of school (K-4, K-6, 5-8, 9-12, etc.) that your district has or would like to have.

You should begin filling out these pages with *real data* for your district, so that you can bring them back to one of the hands-on training sessions that will be scheduled in the next few weeks. At this training session, you will learn how to log on to the LRFP website and begin the actual entry of data for your district. It will be best if you bring complete data for at least one or two schools in your district to that session.

Please note that these instructions pertain *only* to the attached data collection forms, and *are not* instructions for the LRFP website itself. A full set of instructions for completing the entire plan, including all five sections, will be available as a downloadable document on the LRFP website. The website will also include detailed on-line help, as well as Frequently Asked Questions (FAQ’s) and procedures for Requests for Information (RFI’s).



DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 1.a

Existing Building and Site Inventory

➤ This section must be completed first!

OBJECTIVE:

The purpose of this section is to define existing or funded facilities owned and/or operated by the school district. The information will provide the framework for reporting information in other sections of the Long-Range Facilities Plan (LRFP).

INSTRUCTIONS:

Section 1.a Existing Building and Site Inventory requires the collection of general school information, recorded under the “SCHOOLS” tab on the LRFP website, and the delineation of building “sections” under the “SECTIONS” tab.

General

Collect floor plans for each facility for use as reference throughout the LRFP process. The floor plans will be used to track building section and room information and do not necessarily have to be to scale. The plans, in letter size format, may be requested for submission to NJDOE as a paper document during the review process. (*Uploading of drawing files to LRFP Website is not available at this time*).

“Schools” (DATA COLLECTION FORM 1.a.1)

1. School Name

List all existing schools, non-instructional facilities, and funded buildings and sites owned and/or operated by the school district. The school list should include:

- Facilities leased for use by the district
- Facilities owned by the school district but not currently in use by the district.
- District administrative buildings and support facilities.
- New school(s) that have been approved and funded but are not yet completed.

Examples of how to approach particular situations are as follows:

- If a school consists of two or more buildings that are assigned different NJDOE school numbers but serve one student cohort, such as a school with a main building and an annex that collectively houses students in grade K-5, enter as one facility using the main school number.
- If two or more schools that serve different student cohorts and/or program types are located on one site and no program spaces are shared, enter as two separate schools. (*For example, if an elementary school and a middle school are located on one site and are separate buildings, they should be entered separately; If the elementary and middle school share any program spaces, they should be entered as one school.*)
- Proposed new schools that are approved and are funded but not completed should be treated as existing throughout the LRFP process. Add a new school record and assign a school number per NJDOE policy. (*If the school has not been assigned a NJDOE number, use “999” as a temporary number until one is formally assigned.*)

DATA COLLECTION FORMS AND INSTRUCTIONS

- Regional Day schools are not to be included since they are State owned. If a regional day school appears on your school list on the website, do not enter data associated with that school and inform NJDOE of its presence on the website via a “Request for Information” submission.

2. Description

Enter a description of the school or defining characteristics as desired.

3. Street Address, City, State, ZIP

4. Configuration

Select the response that best describes the physical configuration of the school.

5. Total Gross Square Footage

Enter the total gross square footage of the school. The square footage should not include trailers or other temporary structures. However, temporary facilities should be inventoried and described as separate “Sections.”

6. Site (acres)

Site size should be entered. If two or more separate schools are located on one site, the site area should be divided among the schools, with the total equaling the total site area.

7. Building Coverage (% of site)

Approximate the percentage of the site that the building(s) occupy.

8. F.E.S. Allowance

Enter the gross square feet per student allowance based on the Facilities Efficiency Standards (F.E.S.). Use 125 gsf/student for grades PK-5, 134 gsf/student for grades 6-8, and 151 gsf/student for grades 9-12. Complete the “Area Allowance Calculation” worksheet, as illustrated to the right, to calculate the weighted average area allowance for schools that combine different F.E.S. gsf/student grade allowances, such as K-6, K-8, 7-12, etc. (Pending the release of the LRFP website, the spreadsheet will be available for download from the NJDOE website <http://www.state.nj.us/njded/facilities/index.html>.)

Weighted Area Allowance Calculation																																													
INSTRUCTIONS: COPY AND COMPLETE FOR EACH SCHOOL AS APPLICABLE. Use this worksheet to determine Area Allowance (GSF/student) for schools with grade alignments other than Elementary (K-5), Middle (6-8) and High (9-12). Enter school data and students enrolled in each grade in yellow boxes below. Calculated (weighted) area allowance should then be entered in “School Record” on LRP website in Section 1.a Existing Building and Site Inventory or Section 4.a Proposed Configuration, as applicable.																																													
School Name: 																																													
School Type: 																																													
Status: <input type="checkbox"/> Existing school (gsf/student allowance to be entered in Section 1.a) (check one) <input type="checkbox"/> Proposed school (gsf/student allowance to be entered in Section 4.a)																																													
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DATA COLLECTION FORMS AND INSTRUCTIONS

9. *School Type*

Select the most appropriate school type. If the school houses a magnet or vocational program, select the school type that best represents the grade levels served.

10. *Grades Housed*

Select the grades currently housed in the school and the program they receive. This information will be used to determine school capacity according to district and Facilities Efficiency Standards (F.E.S.) practices in Section 3.a Rooms Inventory.

NOTE: The “early childhood” grades of pre-kindergarten and kindergarten are recorded separately from “elementary” for reporting purposes although the program offered may be the same.

“Sections” (DATA COLLECTION FORM 1.a.2)

1. *Section Name*

Define “Sections” within each school that have different physical characteristics or properties and delineate on floor plans. Different building sections for a particular school may result from:

- Different dates of construction (*a wing or addition that was added to an existing building*).
- Different types of construction and/or building systems (*structural systems, mechanical systems, etc.*).
- Different physical condition (*one portion of a school or addition may have received a significant renovation while the rest dating to the same year remains as existing*).
- Separate, free-standing structures, including temporary classroom trailers and modulars.
- The use of the school for both district and instructional functions (*if the central office or any other district function is located in a wing of a school*).

The delineation of building sections will allow various parts of a school to be analyzed separately. This will also facilitate the development of corrections to physical deficiencies, particularly when one section of a school is much older and in considerably worse condition than another. The primary factors for sectionalizing school facilities into multiple sections result from facility conditions and not program space issues, unless district functions are located in a school. Therefore, it is not necessary to divide a building into sections if the only compelling reason is educationally oriented such as the type or size of rooms.

BUILDING “SECTION” EXAMPLES:

- If a school has two additions, and all construction and conditions are similar based on the year of construction, three “sections” should be created (*one for the original building, one for the first addition, and one for the second addition*).
- If a school consists of one building, with no additions, and has consistent conditions throughout (*no select major renovations*), then only one section needs to be created for the school.
- For school facilities consisting of two or more separate buildings, each building should be considered a section. If those buildings have different dates of construction or conditions as previously described, they should also be separated into different sections.

DATA COLLECTION FORMS AND INSTRUCTIONS

- Athletic fields associated with a school should be addressed with the main, or original, building section. For example, a baseball field associated with a middle school having multiple sections should be entered with the original building section.
- Separate sections based on “use” are needed when district level functions are located within a school that is also used for instructional purposes or when select spaces within a school are leased to outside agencies.

The building sections should be named in such a manner that is meaningful to the district, such as *original 1930 wing*, *1950 PE addition*, etc., to facilitate identification as the LRFP is completed and analyzed.

2. *Description*

Enter a description to assist in defining the characteristics of the Section.

3. *Building Type*

Select whether the Section consists of permanent or temporary facilities. *(If it is both, separate sections for the permanent and temporary facilities must be created.)*

4. *Ownership*

Select whether the section consists of district-owned or leased facilities. *(If it is both, separate sections for district-owned and leased facilities must be created.)*

5. *Use*

Select the most appropriate use of the section. The term “instructional” applies to all school level functions. The other uses listed refer to district level functions. *(For example, if the section of an elementary school in question contains classrooms and the main office, the use should be noted as “instructional.”)*

6. *Year Constructed*

7. *Stories*

8. *Total Gross Square Feet*

Total gross square feet includes exterior walls and all interior space, including walls, circulation, mechanical spaces, etc. Covered exterior walkways and other non-enclosed elements should not be included. The sum of the total gross square feet entered for each Section, minus that of temporary facilities, should equal the total gross square feet entered for the school.

DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 2.a

Enrollment Projections

OBJECTIVE:

The purpose of this section is to determine the number of students to be accommodated district-wide and in each school for the next five years based on existing school grade configurations. The enrollment projection information will be compared to existing and proposed school capacities to determine “unhoused” students.

INSTRUCTIONS:

District and school enrollment projections for the next five years must be developed, with the results entered into the LRFP Project Website.

1. Development of District-Wide Enrollment Projections

Download and complete the “Cohort-Survival Projection Table.” Pending the release of the LRFP Project Website, the file will be available for download from the NJDOE website <http://www.state.nj.us/njded/facilities/index.html>. Districts will need to assemble the following information to complete this table:

- Yearly live birth data from 1990 to the present, including projected births as applicable.
- Historic grade level and self-contained special education enrollments from the 1995-96 school year through 1999-00 school year (*data should coordinate with Fall Reports*).
- Pre-kindergarten and self-contained special education enrollment projections.

NJDOE Long Range Plan COHORT-SURVIVAL ENROLLMENT PROJECTIONS																									
District Name:																									
County:																									
Directions:		Data must be entered in all shaded cells. (All other cells are locked.) Historic enrollment data should be based on Fall Reports. Birth data should be for area(s) served by school district. Special education only pertains to self-contained students.																							
Notes:		If historic enrollments are not based on Fall Reports, explain what data is used and why. (Enrollment data must be taken the same time each year.)																							
Birth data is projected for the following school years:																									
Projected birth data is based on the following assumption:																									
Self-contained special education (SE) projections are based on the following assumptions:																									
Pre-Kindergarten (PK) projections for three and four year olds are based on the following assumptions:																									
School Year	Births 5 Yrs. Ago	%	K	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	K-5 Subt.	Self-Cont. SE	K-5 Total (incl. PK)	PK SE	PK 3 yrs.	PK 4 yrs.	PK-5 Total	6th Gr.	7th Gr.	8th Gr.	6-8 Subt.	Self-Cont. SE	6-8 Total	9th Gr.	10th Gr.	11th Gr.	12th Gr.
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PROJECTIONS																									
2000-01																									
2001-02																									
2002-03																									
2003-04																									
2004-05																									

DATA COLLECTION FORMS AND INSTRUCTIONS

If cohort-survival enrollment projections averaging five-year historic enrollments are not believed to best represent likely future enrollments, the district can submit a demographics/enrollment projection analysis substantiating why the district advocates a different projection method. The district can input and plan for the “best guess” projections in the LRFP Project Website, but the NJDOE-advocated cohort-survival enrollment projection must still be completed and submitted (*paper copy*) with the LRFP.

2. Development of School Enrollment Projections

Districts should determine enrollment projections for each existing school, based on current school grade configurations, noting general education, pre-kindergarten, and self-contained special education student numbers. (This will allow an accurate determination of “unhoused” students based on existing conditions.) The development of school level cohort-survival projection tables is not advocated. Rather, districts should allocate projected district-wide enrollments according to current school grade configurations. Thus, the sum of the school enrollment projections should equal the district-wide projections calculated in the cohort-survival table for the selected projected year. Districts should use the final projected year as the basis for planning unless extraordinary circumstances apply.

3. Data Input into LRFP Project Website

Enter historic and projected district-wide and school enrollments, based on the previously developed data, into the LRFP Project Website. The LRFP website will actively calculate any difference between district-wide enrollments and the sum of the school enrollments.

NOTE: For the purposes of NJDOE analysis, districts may be asked at a later date to enter enrollment projection data on a grade by grade basis as noted in Data Collection Form 2a.1.

DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 2.b

School Models

OBJECTIVE:

Districts will develop target “school model(s)” for each school type currently operated or desired by the district. The models should be based on the district’s desired program accommodations that should ideally be provided in similar school types. District models will differ from existing facilities to the degree that the latter are not educationally adequate.

The school models will be used for the following purposes:

- To help the district conceptualize ideal program accommodations among its schools.
- To collect data for calculating school capacity based on the district’s scheduling practices.
- To provide a comparative benchmark that will be applied to each school to determine missing or undersized program spaces in Section 3.a Rooms Inventory and Section 4.b Proposed Rooms.
- To adapt the Facilities Efficiency Standards to the district’s desired building enrollment size, grade configuration, and educational program needs.
- To provide a comparison between the district’s space objectives and the Facilities Efficiency Standards, which forms the basis for funding.

INSTRUCTIONS:

Section 2.b School Models requires districts to document ideal program accommodations for similar schools. School districts should examine the programs and services offered at each grade level and school type to determine ideal facility accommodations prior to beginning the questionnaires. Models should be created for all school types presently operated by the district as well as any that are likely to be proposed as part of the scope of work.

School model development entails the determination of general model information, to be recorded under the “MODELS” tab on the LRFP website, and the defining of rooms and related characteristics and support spaces, which will be recorded in the “ROOMS,” “SUPPORT SPACES,” and “FIT-OUT” tabs on the LRFP website. After defining the school models, districts must assign one model to each existing school, which will be recorded in the “SCHOOLS” tab on the LRP website. Districts will also be required to complete a target space program for each school model using a downloadable spreadsheet.

“Model” (DATA COLLECTION FORM 2.b.1)

1. *Model Name*

Determine and name different school model types based on similarity of programs and services offered, for all school types currently operated by the district as well as any school types that are likely to be proposed as part of the scope of work. Different school models are needed if any of the following characteristics are not identical:

- Room names
- Room sizes
- Support spaces associated with a room
- Fit-out elements associated with a room

DATA COLLECTION FORMS AND INSTRUCTIONS

Different models do not have to be created if only the room quantities vary as a result of different school capacities. For example, if two or more schools serve similar grades and should have identical program spaces, but have different capacities, only one model needs to be developed. However, if any of the room types or sizes vary due to the difference in capacity, such as the cafeteria, two models must be created.

Models do not have to be developed for non-instructional facilities.

2. *School Type*

Select the most appropriate school type. If the school accommodates a magnet or vocational program, select the school type that best represents the grade levels served.

10. *Grades Housed*

Select the grades and applicable program type(s) that will be accommodated in the model.

4. *Capacity Methodology*

Select the capacity calculation methodology, based on desired district scheduling practices, that should be used to calculate school capacity for the program(s) housed in the model. (*A complete description of each methodology, as well as that used in the F.E.S. for each program type, is provided on Data Collection Form 2.b.1.*)

“Rooms” (DATA COLLECTION FORM 2.b.2)

1. *Space Type Category, Discipline, Room Name*

Define desired rooms to be included in each model. Room names are selected from a “pull-down” list in the LRFP Project Website. In order to shorten the length of the lists, the rooms are classified into “space type categories” and “disciplines.” (*See Master Rooms List 2.b.1.*) If a desired room name does not appear on the list, the district should submit an RFI on the LRFP Project Website requesting its addition.

Spaces that are included in the F.E.S. grossing factor should not be listed as “rooms.” These include:

- General storage rooms accessed from corridor and not dedicated to a particular room
- Toilet rooms accessed from corridor and not dedicated to a particular room
- Mechanical / electrical equipment rooms
- Custodial spaces
- Corridors, stairs and elevators

2. *Characteristics*

Two or more variations can be created for a single room name. The variations may result from describing different desired room sizes, support spaces, and/or fit-out elements. Districts can name these variations as desired. The name, however, should note the defining characteristics of the room so that it can be easily recognized and assigned to existing and proposed rooms as applicable.

3. *Capacity*

Select whether or not the room in question adds capacity to the school per district practices. This determination should be consistent with the capacity calculation methodology selected in “Models.” The Master Rooms List shows the capacity-generating status of each F.E.S. room based on the program served.

DATA COLLECTION FORMS AND INSTRUCTIONS

4. *Square Feet per Room*

Determine the ideal net square footage of each room. Rooms are defined as physically or functionally separate spaces. Room square footage should include all area within its walls, including area that may be used for fixed furniture and equipment. (Do not count wall thickness since it is included in the grossing factor.) If the square footage per room varies, different room “characteristics” must be created. Support spaces should be excluded since their square footage will be accounted for separately.

“Support Spaces” (DATA COLLECTION FORM 2.b.2)

Support spaces are defined as those spaces that are dedicated to the use of one or two adjacent rooms. For example, a toilet room used exclusively by students assigned to a kindergarten classroom would be listed as a support space.

1. *Space Name, Characteristics*

Support spaces can be assigned to each room as applicable. A fixed list (*office, storage room, toilet room, and other*) is provided. Variations to the list of support spaces is accomplished by defining a “Characteristic” for a particular support space, such as “storage room: project storage.”

2. *Quantity per Room*

The number of a particular support space required for each room should be defined. If a support space is to be shared by two rooms, list one room with the support space and one room without any support spaces so the square footage will not be counted twice.

3. *Square Feet per Support Space*

Enter the square footage desired for the support space in question.

“Fit-out” (DATA COLLECTION FORM 2.b.2)

Required fit-out equipment, such as data ports, sinks, gas outlets etc., as identified in the equipment fit-out list, should be defined for all rooms in each model. This information will be used to determine the adequacy of existing room fit-out in Section 3.a Rooms Inventory and to define upgrade needs, as applicable, in 3.b Facilities Condition Assessment. Districts are not required to complete this section although it is highly recommended.

“Schools” (DATA COLLECTION FORM 2.b.3)

An F.E.S. and district-defined School Model should be assigned to each existing school.

School Model Space Programs (DOWNLOADABLE SPREADSHEET)

Districts are required to develop a target space program that lists room quantities and sizes for each district model that they develop using a downloadable Excel spreadsheet applicable to the school type. Pending the release of the LRFP Project Website, the file will be available for download from the NJDOE website <http://www.state.nj.us/njded/facilities/index.html>. The space programs will calculate school capacities, based on F.E.S. and district practices, and will provide a gross square foot per student comparison between the school model developed by the district and the F.E.S. This process will allow the district to develop its school models in view of their degree of eligibility for funding. Data entered in the LRFP Project Website must coordinate with the target space programs, both in terms of the room names and area and the capacity calculation methodology. (*The School Model Report can be used to ensure coordination.*)

DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 2.c

Funded Projects

OBJECTIVE:

The purpose of this section is to document facilities improvement projects that have already been funded from the district's annual budget or debt accounts but are not yet completed. The list of funded projects should be used as a checklist by districts to ensure that:

- Funded work is inventoried as existing when completing Section 3.a Rooms Inventory and Section 3.b Facilities Condition Assessment
- Funded work is not included in the proposed scope of work in Section 4.

Funded projects do not include projects included in a planned referendum that has not been approved by local voters. This proposed work should be documented in Section 4: Proposed Plan.

INSTRUCTIONS:

Enter funded project specifics for each school section:

1. *Project Name*
2. *Building Location*
3. *Scope of Work*
4. *Project Impact*
5. *Project Cost*
6. *Actual Cost*
7. *Status*
8. *Scheduled Completion Date (month/year)*

DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 3.a

Rooms Inventory

➤ Section 2.b School Models must be completed first!

OBJECTIVE:

The purpose of this section is to inventory existing rooms in each school so that capacity and educational adequacy can be analyzed and deficiencies addressed in Section 4: Proposed Plan.

The Rooms Inventory will be used to:

- Calculate the capacity of the school based on the F.E.S. classroom methodology (*based on classroom counts and the classroom enrollment sizes defined in CEIFA*) and district scheduling practices.
- Determine educational adequacy of existing buildings in terms of the applicable district school model and compliance with the F.E.S.

INSTRUCTIONS:

Section 3.a Rooms Inventory requires districts to inventory existing program spaces in each school. Data will be recorded in the “ROOMS,” “SUPPORT SPACES,” and “FIT-OUT” tabs on the LRFP Project Website in a format similar to Section 2.b School Models.

General

In addition to field surveys to record the required room data in the questionnaires, districts will need the following documentation in order to complete this section:

- Updated floor plans showing room names and their building “section” location, as defined in Section 1.a Building and Site Inventory.
- School model information developed in Section 2.b School Models for each existing school.

“Rooms” (DATA COLLECTION FORM 3.a.1)

5. Room I.D.

Districts can enter descriptive information of their choice describing the room location, number, etc.

6. Space Type Category, Discipline, Room Name

All existing rooms should be documented by school section. Room names are selected from a “pull-down” list in the LRFP Project Website that is identical to the one used for the development of the school models in Section 2.b. If a desired room name does not appear on the list, submit an RFI on the LRFP Project Website requesting its addition.

When assigning “room names” to existing spaces, the following should be taken into consideration:

- The “room name” will be compared against the district school model space with the same name. For example, an existing room identified as a “kindergarten classroom” will be compared against the characteristics identified in the applicable school model for a “kindergarten classroom.”
- If a room was designed and approved for specialized instruction, the room name should correspond with the “best” or primary use of the space for the existing program. For

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example, if a room originally designed for art is currently being used as a general classroom due to overcrowding, the room should be designated as an “art room.”

- If a room is used for general instruction, its name should be based on current use.
- It is possible that a school may have room(s) that are not included in the school model if they were originally designed for programs that are no longer offered. If new programs have been assigned to these obsolete spaces, the room names assigned to them should coordinate with the current programs housed, even if the physical accommodations do not presently support them. For example, if a middle school is currently locating its technology education program in a traditional wood shop, the room should be identified as a technology lab rather than a wood shop in order to allow a comparison with the desired program space objectives represented in the school model.

Room data can be entered for either a single room or a group of similar rooms located in a particular school section. Districts can group rooms with identical room name, square foot areas, capacity (students/room), grades housed, support, and fit-out elements. Rooms must be recorded separately if any of these characteristics vary. The physical condition of the room should not be a consideration for separating it as a distinct record. As with the creation of the school models, spaces that are included in the F.E.S. grossing factor should not be listed as “rooms” and are not included in the room name options.

7. *Characteristics*

A particular room name may have a list of variants that can be selected from a pull-down menu. These variants will be based on characteristics that the district defined during school model development. Similarly, the district may apply the appropriate F.E.S characteristics where applicable. For example, the F.E.S elementary school model has a general classroom for grades 1–3 and a general classroom for grades 4 and 5 that are characterized by different square foot areas. As part of the Room Inventory, identify which classroom variant, grades 1–3 or grades 4 and 5 in the F.E.S model, to which the existing room(s) should be compared. Select the most appropriate characteristic if an exact match does not occur. Similarly, for the district model room characteristics, assign the room(s) being inventoried to the appropriate room characteristic from the school model.

8. *Monitoring Status*

The status of the room(s) in terms of NJDOE monitoring should be selected (*approved original use, approved change-of-use, approved substandard, approved dual-use, unapproved use*). All rooms located in temporary facilities should be noted as “approved substandard.” If one room of a group of rooms has a different monitoring status, it should be entered in a separate room record.

9. *Number of Similar Rooms*

Enter the number of rooms in the Section having the same name, square footage, monitoring status, capacity, grades housed, support spaces, and fit-out.

10. *Ceiling Height OK*

Enter the number of rooms from the group of rooms in question whose ceiling height conforms with NJAC 6:22-5.4.

11. *Square Feet per Room*

Enter the square footage of the room. Room square footage should include all area within its walls, including that used by fixed furniture and equipment. Support spaces should be excluded since their square footage will be accounted for separately. (Do not count wall thickness since it is included in the grossing factor.) If the square footage per room varies, different room records must be created.

DATA COLLECTION FORMS AND INSTRUCTIONS

12. *Capacity per Room*

Enter the number of students that can be housed in the room according to district class size practices and the available square footage. If the capacity per room varies, different room records must be created. (*Refer to Master Rooms List 3.a.1 for F.E.S. room capacities.*)

13. *Grades Housed*

Select the grade(s) that are housed in the rooms. If the grade levels served vary, different room records must be created.

“Support Spaces” (DATA COLLECTION FORM 3.a.1)

As in Section 2.b School Models, support spaces are defined as those spaces that are dedicated to the use of one or two adjacent rooms. For example, a toilet room used exclusively by students assigned to a kindergarten classroom would be listed as a support space to that room.

4. *Space name, Characteristics*

Support spaces can be assigned to each room as applicable. A fixed list is provided based on the applicable school model.

5. *Total Rooms*

Enter the total number of a particular support space provided for a room or a group of rooms. For example, if a group of ten general classrooms has one storage room per room, assign ten support spaces called “storage rooms.” If one of the rooms in a group of rooms does not have the support space in question, a separate room record should be created for that room. If two rooms in the same group share a support space, there is no need to create separate records.

6. *Square Feet per Support Space*

Enter the square footage for the support space in question. If the square footage per support space varies, different room records must be created.

“Fit-out” (DATA COLLECTION FORM 3.a.1)

Fit-out elements are to be inventoried for all of the rooms of a given entry in the same manner as support spaces. If the fit-out per room varies for any one item, different room records should be created. This information will be compared to the fit-out objectives defined in 2.b School Models so that districts can determine needed corrections in Section 3.b Facilities Condition Assessment.

DATA COLLECTION FORMS AND INSTRUCTIONS

SECTION 3.b

Facilities Condition Assessment

OBJECTIVE:

In Section 3.b Facilities Condition Assessment, districts will inventory the major building systems and components found in each facility. The Facilities Condition Assessment will be used to:

- Determine physical plant deficiencies that can be incorporated in the LRFP scope of work.
- Document the age of existing systems and their expected remaining life for future renewal forecasting.
- Calculate the “Facilities Condition Index,” a measure of a building’s current condition relative to its replacement value, for each section and the entire facility.

INSTRUCTIONS:

Use the data collection forms to collect information pertaining to the major systems and components found in each building section, as defined in Section 1.a Building and Site Inventory. A Master System List 3.b.1 and a Systems Inventory Checklist (*Data Collection Form 3.b.1*) are provided to facilitate the inventory. Although districts are not mandated to complete comprehensive existing condition assessments, all systems with a deficient condition requiring some correction must be documented.

Refer to “Rooms Fit-Out” Report, generated from LRFP Website, to aid in determining room equipment deficiencies.

Refer to Section 2.c Funded Projects to ensure that deficiencies are not recorded in 3.b for conditions that have been funded

“Systems” (DATA COLLECTION FORM 3.b.2)

Systems should be entered as single entries where possible, based on their building section location, or divided into multiple records based on the following guidelines if:

- Portions of systems have different installation dates.
- Portion of systems are a different type.
- Portions of systems have substantially different expected useful lives.
- Portions of systems, though identical in construction, are in substantially different condition and thus will require replacement at different times.

EXAMPLE:

The following is an example of when a district would enter multiple records of the same system in a given section of a school:

The roofing in a particular school section consists of two different types:

- 1) Built-up tar, with one 30 year old portion that is leaking and one five year old portion that is in good condition, and
- 2) Single ply membrane roof installed 15 years ago, 20% of which requires minor repairs.

In this example, the district would enter two built up tar roof systems and report the remaining useful life of each differently. One single ply membrane roof would also be entered for this section.

DATA COLLECTION FORMS AND INSTRUCTIONS

Specific “systems” reporting requirements are as follows:

14. *Website System Group Number*

The website system number facilitates data entry for each system group and can be found in the Master System List and the Systems Inventory Checklist (*Data Collection Form 3.b.1*).

15. *System Group Name, System Name*

The system group name and system name will be selected from a pull-down list on the LRFP Project Website. The names as they will appear on the website are provided in the Master System List. If the name of an existing system is not provided, submit a Request for Information on the Project Website requesting its addition.

16. *Quantity, Units*

Enter the quantity for the system in question, based on the unit type listed in the Master System List. The quantities reported must be consistent with the Master Systems List. (*The units are displayed on the website for ease of use.*)

17. *Year Installed*

Enter the year the system was installed. If portions of the system were installed in different years in a particular building section, create separate system entries.

18. *Years Remaining*

Estimate the effective useful years remaining for the system in question. The Master System List includes typical life cycle expectancies for the various systems for use as a general guideline. Effective years remaining may vary from the “typical life minus the actual age,” based on existing conditions specific to the system. (*For example, extensive deferred maintenance may lead to a shorter expected life.*)

19. *Deficient (Y/N)*

Note on the data collection form whether the system has a deficiency that requires correction. This will serve as a reference when developing the “deficiency” data described below.

20. *Field Notes*

An area is given to record optional field survey notes. These notes can be recorded on the website under deficiency description.

“Deficiencies” (DATA COLLECTION FORM 3.b.3)

Enter deficiencies associated with systems observed during the field survey. Deficiencies may result from life cycle, functional, and/or current code considerations. Districts can enter as many deficiencies as needed for a particular system to cover the required correction(s).

Specific “deficiencies” reporting requirements are as follows:

1. *Website System Number, Group Name, System Name*

This information should reference the systems that were noted as “deficient” in the systems inventory. Deficiencies are directly linked to individual systems and therefore must be collected by system. For example, ADA upgrades to existing toilet rooms will require a compilation of the appropriate systems and deficiencies: water closets, urinals, lavatories, ADA restroom grab bars, ADA restroom mirrors, etc. to complete the intended scope of upgrades.

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2. *Deficiency Name*

Enter descriptive information for each deficiency noting such information as location, explanation of deficient condition, and specific information regarding correction scope.

3. *Deficiency Category*

Select the category that best defines the cause of the deficiency, such as “building integrity” for roofing leaks or “functionality” for repairs to heating system.

4. *Priority*

The deficiency should be classified as low, medium, or high based on district priorities. (NJDOE “tiers” will be assigned independently by NJDOE.)

5. *Correction Name, Quantity*

Choose from the following corrective actions:

- New Construction (*if a system is proposed to be replaced with a different type*)
- Replacement (*with similar system*)
- Major Repairs (*if major components require replacement or retrofit*)
- Minor repairs (*if only a small percentage of equipment require replacement or retrofit*)
- Demolition (*if system is not replaced in-kind*)

The noted quantity must coordinate with the units listed in the Master System List.

If a building system is not proposed to be replaced “*in-kind*,” the existing system should be “*demolished*” and the new system selected and entered as “*new construction*.”

6. *Field Notes*

An area is given to record optional field survey notes.

UNIT COSTING CLARIFICATION:

Unit pricing for new construction, replacement, minor and major repairs, and demolition are standardized for all districts. Pricing is only provided for use in the Long-Range Facilities Plan and is not intended to function as construction cost estimates. Districts may use their own estimates to determine eligible scope of projects when submitting Project Applications to NJDOE. Actual costs for projects may differ due to local conditions, specific building requirements, or other reasons.